



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Lewiston High School

SAU: Lewiston School Department

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2010-2011 NCLB Report Card



School: Lewiston High School
SAU: Lewiston School Department
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	319	289	91	43	43	49	7	36	30	27	282	7
	2009-2010	323	300	93	45	44	47	7	38	32	23	298	2
Female	2008-2009	155	144	93	44	44	53	8	37	31	25		
	2009-2010	147	139	95	42	42	49	9	33	34	24		
Male	2008-2009	164	145	88	41	41	46	7	34	29	30		
	2009-2010	176	161	91	47	46	46	6	42	30	23		
Caucasian/White	2008-2009	245	221	90	48	48	50	7	41	32	20		
	2009-2010	253	237	94	49	48	48	8	41	33	18		
African American/Black	2008-2009	55	51	93	16	16	26	4	12	27	57		
	2009-2010	59	52	88	23	23	28	2	21	23	54		
Hispanic	2008-2009	5	5	100	60	60	38	0	60	0	40		
	2009-2010	5	5	100			42						
Asian or Pacific Islander	2008-2009	12	10	83	60	60	46	40	20	10	30		
	2009-2010	6	6	100			41						
American Indian or Native Alaskan	2008-2009	2	2	100			32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	143	121	85	30	29	34	4	26	29	41		
	2009-2010	137	122	89	31	31	31	6	25	31	38		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	33	24	73	17	15	16	0	17	25	58		
	2009-2010	31	26	84	19	17	16	4	15	12	69		
Limited English Proficient	2008-2009	45	41	91	10	10	16	2	7	20	71		
	2009-2010	43	35	81	14	14	13	0	14	14	71		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	319	302	95	31	31	42	3	29	36	32	295	7
	2009-2010	323	299	93	42	41	45	1	41	33	25	297	2
Female	2008-2009	155	148	95	28	28	41	1	27	39	33		
	2009-2010	147	138	94	33	33	43	0	33	41	27		
Male	2008-2009	164	154	94	35	34	43	5	31	34	31		
	2009-2010	176	161	91	50	48	47	2	48	27	23		
Caucasian/White	2008-2009	245	230	94	34	34	43	3	31	40	27		
	2009-2010	253	236	93	47	47	46	1	46	35	18		
African American/Black	2008-2009	55	53	96	13	13	16	0	13	25	62		
	2009-2010	59	52	88	13	13	22	0	13	25	62		
Hispanic	2008-2009	5	5	100	40	40	29	0	40	0	60		
	2009-2010	5	5	100			40						
Asian or Pacific Islander	2008-2009	12	12	100	58	58	52	17	42	42	0		
	2009-2010	6	6	100			51						
American Indian or Native Alaskan	2008-2009	2	2	100			21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	143	130	91	19	19	26	2	18	32	48		
	2009-2010	137	122	89	26	26	28	0	26	33	41		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	33	26	79	19	17	12	8	12	19	62		
	2009-2010	31	25	81	12	10	14	0	12	12	76		
Limited English Proficient	2008-2009	45	44	98	16	16	19	2	14	20	64		
	2009-2010	43	35	81	0	0	16	0	0	29	71		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	94	93	96	45	45	48	93	92	96	37	37	43	60	60	80
Caucasian/White	94	94	96	49	49	49	94	93	96	41	41	44			
African American/Black	90	89	94	20	19	27	88	87	94	14	14	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	91	90	94	32	31	32	90	89	94	23	23	27			
Students with Disabilities	*	*	92	18	16	16	*	*	91	16	13	13			
Limited English Proficient	84	84	93	13	13	14	81	81	91	6	6	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	46	18	29	2	7	4

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	4

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>